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ABSTRACT

This paper reports on the progress of a project to redevelop the Certificates in General Education for Adults (CGEA) in Australia. It describes the progress to date and the expected next steps, and it lists 10 Accreditation Principles that must be met for a curriculum to be approved. Descriptions of routes for attaining the CGEA (foundation and further study) are provided. The paper also provides an update on the development of four curriculum streams: numeracy and mathematics, general curriculum options, reading and writing, and oral communications. Learning outcomes are suggested for each stream on four levels, and assessment criteria are referenced. (KC)

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cgea re-development project news sheet 3

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Re-development of the Certificates in General Education for Adults

The CGEA Re-development project is nearing completion!

The project is being undertaken by ARIS (at the National Languages and Literacy Institute of Australia) and is funded by the Adult, Community and Further Education Board.

A draft was presented to the CGEA Monitoring and Evaluation Committee, the Steering Committee for the project, on Friday 21 June. The draft was accepted by the Committee. A few minor changes need to be made, the formatting made consistent, and cross-referencing checked. BUT, it's nearly there!!

The next step

The project team, made up of Robin Kenrick (consultant), Jan Kindler (ARIS), Beth Marr (RMIT), Dave Tout (ARIS) and Louise Wignall (ARIS), hope the curriculum document will be handed over to ACFE by early July.

The curriculum will then be presented to the Vocational Education and Training Accreditation Board (VETAB). The curriculum is considered by a VETAB Assessment Panel. The role of the Assessment Panel is to investigate courses and to advise VETAB on their suitability for recognition.

Panel members are chosen to bring their expertise and experience to the recognition process and exercise judgement gained from industry wide and education system wide perspective. The panel is chaired by a VETAB member.

The Assessment Panel's recommendations regarding approval or non-approval of the curriculum it assessed is submitted to VETAB for endorsement. Once approved the curriculum is registered and the proponent is notified of the outcome of the application. If approval is withheld further action is taken to assist the proponent to amend the proposal so as to achieve approval.

What's been happening

- Consultations took place with practitioners, ACFE Regional Education Officers, interstate contacts, and Regional Moderation Facilitators. Other consultations were held in ACFE regions and the information fed back to the project team.
- Stream Advisory Groups met during the project and members were individually consulted.
- The Steering Committee for the project, the CGEA Monitoring and Evaluation Committee met 3 times.
- Much thought and discussion on the broader issues relating to the Certificates as a whole and to specific issues relating to each stream took place.
- A considerable amount of drafting, consultation and re-drafting has taken place.

Accreditation Principles

For a curriculum to be approved it must meet the Principles and Guidelines for Accreditation.

There are 10 Accreditation Principles:

Principle 1	deals with identified industry training need/market need.
Principle 2	requires course standards to be appropriate to the requirements of particular credential.
Principle 3	deals with competency-based training
Principle 4	deals with multiple entry and exit.
Principle 5	deals with flexible learning.
Principle 6	deals with articulation.
Principle 7	deals with customisation of courses to meet the particular needs of clients.
Principle 8	aims to promote access and participation.
Principle 9	deals with appropriate assessment.
Principle 10	deals with ongoing monitoring and evaluation.

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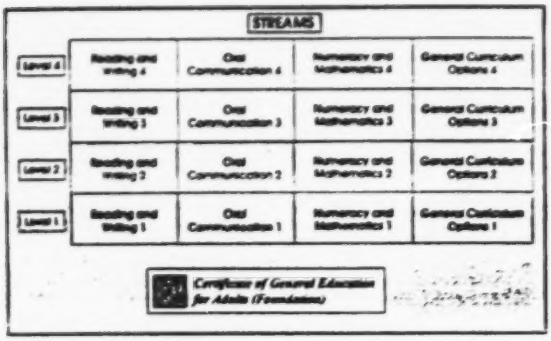
The re-developed CGEA: Directions and proposals

Structure

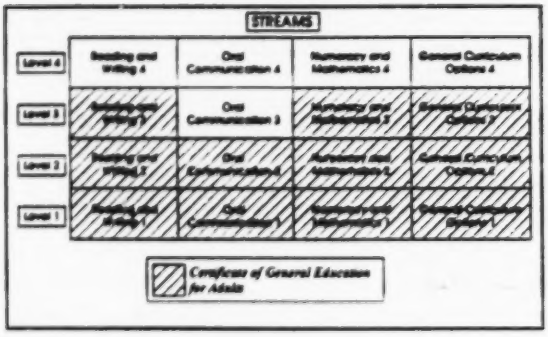
Under the Certificates in General Education for Adults the following credentials will be offered.

Certificate I in General Education for Adults (Foundation)



As before, a Foundation Certificate would be issued to students demonstrating exit level 2 competence in all four streams.

Certificate II in General Education for Adults

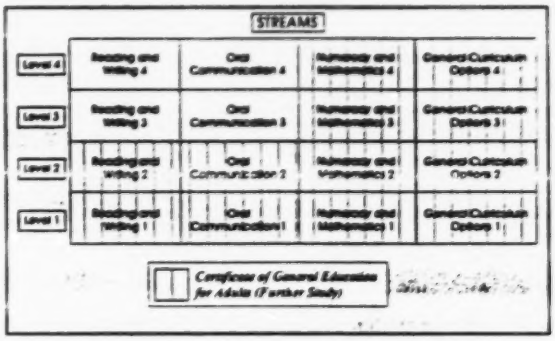


It is proposed that a Certificate II in General Education for Adults would be issued at exit level 3 when the student demonstrates competence in three streams at level 3 and four streams at level 2. This broadens the level of the Certificate to reflect current student numbers. It also enriches this level of the Certificate, ensuring that students continue to develop their general education skills across more than one stream. Students may choose which three streams they are interested in pursuing.

This will create a widely achievable Certificate as well as providing straightforward articulation pathways into TAFE courses and employment.

Certificate I and Certificate II refer to the alignment with the Australian Qualifications Framework. Certificate I in General Education for Adults (Foundation) is awarded at Level 1 of the Australian Qualifications Framework. Certificate II in General Education for Adults and Certificate II in General Education for Adults (Further Study) are awarded at Level 2 of the Australian Qualifications Framework. There are 6 levels in the Australian Qualifications Framework, Certificates 1, 2, 3, and 4 , Diploma and Advanced Diploma.

Certificate II in General Education for Adults (Further Study)



As the name suggests it is assumed that students participating at level 4 will continue on to further study.

A student would receive this Certificate when they had demonstrated competence in four modules at levels 3 and 4, of which at least 2 modules must be at Level 4. Students must also show competence in all streams at Level 2 . This Certificate would provide a clear pathway to further study (Year 12, some TAFE courses and mature age entry to tertiary education) and provide a flexible learning option for adult students considering extending their study .

Statements of Attainment

Statements of Attainment would still be achieved for exit competence in individual modules throughout the CGEA.

Nominal hours

The CGEA Course Monitoring and Evaluation Committee has recommended an increase in the nominal hours. However, the project brief specified that the nominal hours should not exceed the nominal course hours for the existing course. *This item is under discussion.*

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For further information about the CGEA re-development project the Adult Education Resource and Information Service, ARIS, NLLIA Level 9, 300 Flinders St., Melbourne on (03) 9614 0255 Fax (03) 9629 4708.
The CGEA Re-development project is funded by the Adult, Community and Further Education Board, Vic.

Stream update

Numeracy and Mathematics

Purposes and functions of mathematics

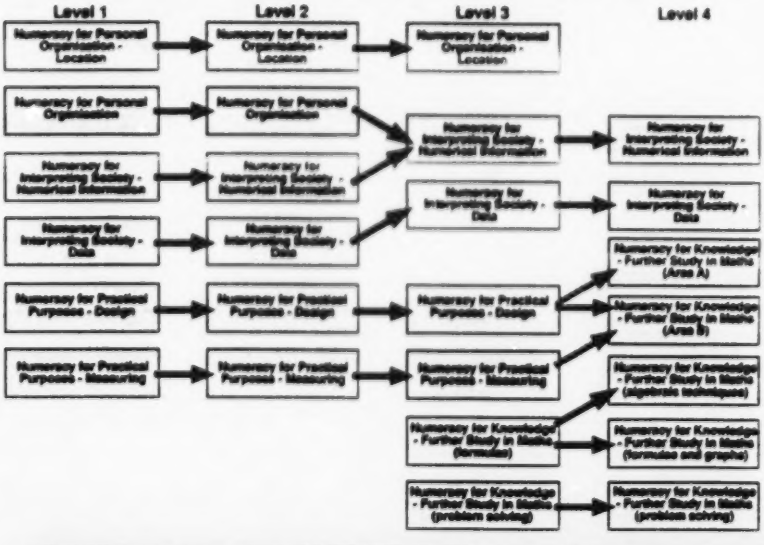
The purposes or functions to which the maths may be put is the focus of this Stream. The structure ensures that the skills and knowledge of the maths strands (number, space and shape, data, measurement and algebra) are included but they are arranged under a different organisational structure.

The Learning Outcomes (which used to be called elements) are organised into four different categories or, as they are called in the Reading and Writing Stream, domains, according to different purposes and functions of using mathematics.

- **Numeracy for Practical Purposes** addresses aspects of the physical world to do with designing, making and measuring.
- **Numeracy for Interpreting Society** relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- **Numeracy for Personal Organisation** focuses on the numeracy requirements for the personal organisational matters involving money, time and travel.
- **Numeracy for Knowledge** is introduced at level 3 and deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

In most cases these functions or purposes (the domains) are divided into more than one Learning Outcome at each level. (See diagram below)

The relationships between the learning outcomes for the CGEA maths stream.



Numbers of Learning Outcomes at each level

At levels I and II in the Numeracy and Mathematics stream students must demonstrate competency in **five out of the six** learning outcomes to be credited with this stream. At levels III and IV students must demonstrate competency in **six out of the seven** learning outcomes.

The Assessment Criteria

The assessment criteria give the detailed criteria for satisfying the Learning Outcome. The Learning Outcome is achieved when the learner can demonstrate competence in all the assessment criteria. However, it is **not** expected in the Numeracy and Mathematics stream that one assessment task or activity can or should cover all the assessment criteria.

The assessment criteria are grouped according to three categories: Mathematical knowledge and techniques; Mathematical language; and Interpretation.

General Curriculum Options

The General Curriculum Options (GCO) Stream uses the seven generic competencies described in the *Key Competencies Report: Putting General Education to work* developed in 1992 by the Mayer Committee:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

Since then an eighth competence has been developed:

- using an understanding of cultures. This competence in the General Curriculum Options Stream reads 'identify, analyse and apply the practices of culture'.

These competencies describe the skills essential for effective participation in work, further education and daily life.

This Stream can be used flexibility to offer general subjects that meet the needs and reflect the strengths and interests of students while enabling them to demonstrate the key competencies, or it can be integrated with other streams.

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At each level students need to be assessed on three learning outcomes out of the eight.

Levels
The Key Competencies Report describes the competencies at three levels of performance, whereas the CGEA operates at 4 levels.

Mayer's performance level 1 is relatively sophisticated when compared with the competencies described in the other three streams of the CGEA. To allow clients maximum flexibility in attaining mastery in the Mayer level 1 competencies, this level has been adapted for use in the General Curriculum Options to show the same *Assessment criteria* for levels 1 and 2 with differing *Conditions of Assessment* to delineate performance at each level.

Levels 2 and 3 of the Mayor Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework.

Assessment criteria
The assessment criteria reflect the wording of the Key Competencies Report, *Putting General Education to Work*, in order to maintain clear and direct links between the General Curriculum Options and the Mayer Competencies.

Reading and Writing Stream

This stream is organised to correspond to the four main social contexts in which we function within Australian society: family and social life; workplace and institutional settings; education and training contexts; and community and civic life.

The four domains or types of literacy corresponding with these social contexts are:

- **Literacy for self expression**: focuses on aspects of personal and family life, and the cultures which shape these.
- **Literacy for practical purposes**: focuses on forms of communication mainly used in workplace and institutional settings and in communications with such organisations.
- **Literacy for knowledge**: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training.
- **Literacy for public debate**: focuses on matters of public concern, and the forms of argument, reason, and criticism used in the public arena.

The four literacy domains are not autonomous. Each literacy domain contains traces of other domains. For people to be able to actively participate socially in all contexts they need to have competence in all the domains.

These domains are covered in each Reading and Writing Module.

Assessment criteria
The assessment criteria are broader than in the previous CGEA document and, hopefully, capture principles of good practice.

In the *Reading* learning outcomes the assessment criteria are grouped into the categories: purpose of a text, comprehension, application and critical appraisal of the text.

The assessment criteria in the *Writing* learning outcomes are categorised under writing process, purpose, structure, length/complexity and mechanics.

Oral Communication Stream

Oral language is used for a range of different purposes in social life. The learning outcomes in the Oral Communication Stream are organised around some of these purposes:

- Active Listening
- Oracy for Practical Purposes
- Oracy for Exploring Issues and Problem Solving.

Active Listening
This covers the non interactive incidents of listening when the participant's role is primarily as receiver of information eg. listening to the radio, watching TV, listening to a guest speaker.

Oracy for Practical Purposes
This is organised around transactions and covers exchanging and obtaining goods and services, giving instructions, gathering and providing information, and giving an oral presentation.

Oracy for Problem Solving or Exploring Issues
This is organised around discussions oriented towards problem solving or exploring issues. Examples can range from a class discussion about an issue in the news to discussions about reallocating domestic responsibilities in a family setting.

Curriculum and the Oral Communication Stream
Reading, writing and numeracy activities are embedded in oral language and in practice the Oral Communication Stream can be mapped over content relevant to the needs and interests of the students.

You will be notified through ARIS when the CGEA is reaccredited.

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